

SENDCo Job Description

Main Job Purpose

To coordinate the provision for children with special educational needs or disabilities in the school, to ensure they receive the support they need.

Key Responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and those described on the job description of the 'Class Teacher'. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching & Learning

- To develop, implement and review SEND and inclusion policies and practices, ensuring they are effective, compliant and contribute to improved outcomes for all pupils.
- To ensure that pupils with additional needs receive targeted support through effective adaptive teaching, with their progress closely monitored and reviewed to secure strong outcomes.
- To work alongside the Senior Leadership Team to analyse and evaluate pupil progress data, identifying trends and priorities to support targeted intervention and high-quality classroom practice.
- To support colleagues and lead professionals through coaching, modelling effective practice and delivering high-quality CPD, drawing on internal & external expertise where appropriate.
- To work with the Senior Leadership Team and colleagues to develop a strategic approach to provision, support and intervention, ensuring that effective programmes are in place and that staff are fully supported in their implementation.
- To collaborate with staff, parents and external agencies to develop high-quality support plans and secure additional funding where appropriate, while organising and chairing review meetings to ensure provision remains effective and responsive to pupils' needs.
- To liaise with the Headteacher to ensure that SEN funding is deployed efficiently and purposefully, with its impact on pupil progress and provision regularly monitored and reviewed.

- To work in partnership with the Trust SENDCo to support the development and implementation of trust-wide SEN initiatives, accessing advice, challenge and support as appropriate to maximise impact and pupil outcomes.
- To model and uphold the school's behaviour policy consistently throughout the school day, promoting high expectations, positive relationships and an inclusive culture where every pupil feels valued and supported.
- To maintain effective communication with the Local Governing Committee and/or SEND Governor regarding SEND, ensuring governors are well informed about priorities, developments and the impact of provision across the school.
- To undertake wider leadership responsibilities as required, including staff meetings, duties, parent engagement activities and community events, contributing positively to the promotion and reputation of the school.
- Monitor, evaluate and enhance the quality of Forest School provision, ensuring a purposeful, inclusive and enriching experience that contributes positively to pupils' development and wellbeing.

Safeguarding Role (See separate Job Description)

- Act as a Deputy Designated Safeguarding Lead (DDSL), supporting the implementation of safeguarding and child protection procedures and promoting a strong safeguarding culture across the school.
- Undertake the responsibilities of the Designated Safeguarding Lead (DSL) in their absence, ensuring statutory safeguarding duties are fulfilled effectively and that appropriate action is taken to safeguard pupils' welfare.
- Represent the school at meetings with external agencies, including education, health, social care and safeguarding professionals, ensuring effective partnership working and the best possible outcomes for pupils.

Attributes and professional contribution to the community:

- To establish, promote and sustain a safe, inclusive and nurturing environment in which all pupils are respected, supported and encouraged to achieve their full potential.
- Model consistently the positive attitudes, values and behaviours expected of pupils, promoting an inclusive and supportive school culture.
- Contribute positively and effectively to professional relationships across the school, actively participating in academic, pastoral and wider school meetings to support school improvement and pupil outcomes.

- Actively contribute to the wider life and strategic development of the school, upholding and promoting its vision, values and ethos.
- Demonstrate a commitment to professional growth by actively seeking opportunities to enhance practice, reflecting on feedback, and implementing strategies that improve teaching and pupil outcomes.
- Foster strong and productive partnerships with parents/carers and external professionals, representing the school effectively at meetings and multi-agency forums to support pupil achievement and welfare.

Additional tasks:

- Any other reasonable tasks at the discretion of the Headteacher.

Staffing Deployment & Development

- Maintain and develop specialist knowledge of SEND, inclusion and safeguarding through ongoing professional development, ensuring practice reflects current legislation and evidence-based approaches.
- Engage fully in the Performance Management process, using reflection and professional learning to enhance leadership and improve outcomes for pupils with SEND.
- Lead and support the professional development of staff to strengthen inclusive practice and improve provision for pupils with SEND across the school.
- Contribute to the development of positive, collaborative and effective working relationships within teams across Wellesley Park Primary School and the Trust, promoting shared accountability and excellence in outcomes for pupils.
- Provide effective line management, support and performance oversight for pastoral staff, teaching assistants and SEND support staff, ensuring high standards of practice and professional development.

Quality Assurance

- Implement school and Trust policies, procedures and improvement priorities effectively, ensuring consistent practice and a commitment to high standards across all areas of responsibility.
- Lead and contribute to rigorous self-evaluation and quality assurance processes, using performance measures, stakeholder feedback and data analysis to evaluate effectiveness and identify areas for improvement.

- Develop, implement and monitor strategic action plans arising from self-evaluation activities, ensuring clear targets, measurable outcomes and sustained improvement.
- Use evidence, assessment information and progress data to inform decision-making, evaluate impact and drive continuous improvement in provision and outcomes.
- Contribute to school and Trust-wide monitoring, review and evaluation activities, supporting a culture of accountability, reflection and excellence.

Other responsibilities

- Undertake any additional duties that are commensurate with the grade and responsibilities of the post, as reasonably directed by the Headteacher or Trust.
- Develop and maintain positive, professional and effective relationships with pupils, parents/carers, colleagues, governors and external partners.
- Participate fully in induction programmes, performance management processes, training activities and continuing professional development opportunities.
- Promote and uphold the Trust's commitment to equality, diversity, inclusion and anti-discriminatory practice in all aspects of the role.
- Maintain a thorough understanding of, and comply with, all relevant Trust and school policies, procedures and statutory requirements.
- Take reasonable care for personal health and safety and that of others, complying with all Trust and school health and safety policies and procedures.
- Support and promote a safe, respectful and inclusive working and learning environments for all members of the school community.
- Adhere to the Trust's Smoke-Free Policy, which prohibits smoking and the use of tobacco products within Trust buildings, premises and vehicles.
- Recognise that the duties and responsibilities of the post may evolve over time and may be varied, following consultation, provided that the general character and level of responsibility of the role remain unchanged.

Special Factors

- This role may require travel between schools within the Trust (including any schools that join the Trust in the future) to support the effective delivery of responsibility and collaborative working. The reimbursement of

travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.

- The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential	Assessed through
Degree	Application
QTS status	Application
National SENDCo Qualification or willingness to complete.	Application
Teaching experience	Application/letter/references
Passion for supporting vulnerable pupils to fulfil their potential with a Willingness to go the extra mile on their behalf	Letter/references/interview
Experience of working with children with a range of SEND needs and a proven track record of finding strategies and approaches to overcome these barriers	Letter/references
A sound knowledge of the SEND Code of Practice	Interview
Strong understanding of high-quality teaching and of effective scaffolds / Interventions strategies.	
Excellent communication and interpersonal skills	Letter/references/interview
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	Letter/references/interview
Proven record of exemplary teaching which has ensured good/outstanding and achievement for pupils	Letter/references/interview
Experience and evidence of securing improvement and/or managing change at whole school level	Letter/interview/references
Clear understanding of the characteristics of successful behaviour management	Letter/interview/references
Ability to analyse data, develop strategic plans and set targets as well as monitoring and evaluating progress towards these to inform future development	Letter/interview/references
Demonstrates an unwavering commitment to safeguarding and promoting the welfare of children and young people.	Letter/references
Highly competent in the use of ICT, with the ability to utilise technology effectively to support teaching, learning, communication and SEND administration	Letter/references

Dedicated to lifelong learning, with a commitment to ongoing professional through coaching, mentoring and the sharing of best practice.	Application/interview
Excellent organisational and time-management skills, with the ability to prioritise under pressure, and consistently meet deadlines.	Application/letter/references /interview
Ability to build and sustain positive, productive relationships with pupils, families, colleagues, governors and external agencies.	Letter / References
Ability to manage sensitive situations with empathy, professionalism and discretion, resolving concerns and conflict constructively.	Letter/interview/references
Excellent interpersonal and communication skills, with the ability to communicate effectively and influence practice at all levels.	Letter/References/interview
A sense of humour	Interview
Infectious enthusiasm for inclusion and education, coupled with a resilient,	Interview
Creative and innovative thinker, able to generate ideas and develop effective solutions to meet the needs of pupils.	Letter/interview
Flexible and adaptable, with the ability to respond positively to changing priorities and circumstances.	Letter/interview
Desirable	Assessed through
Experience of leading SEND provision or holding a SENDCo, Inclusion Lead or other inclusion-focused leadership role	Application / Letter
Experience of managing teaching assistants and specialist support staff to improve pupil outcomes	Application / Letter
A strong understanding of transition and continuity of provision across all phases of Early years / primary education	Letter/Interviews
Completion of, or participation in, recognised leadership development programmes	Application
Experience of conducting appraisal and performance management processes	Letter/interview
Evidence of wider professional learning	Letter/interview

I have read the above job description and fully understand my roles and responsibilities:

Signed: